

# For Reference

---

NOT TO BE TAKEN FROM THIS ROOM

Ex libris  
UNIVERSITATIS  
ALBERTAENSIS











THE UNIVERSITY OF ALBERTA

MAIL SURVEY TECHNIQUES

by



Michael J. O'Hanlon

A THESIS  
SUBMITTED TO THE FACULTY OF GRADUATE STUDIES  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE DEGREE  
OF MASTER OF BUSINESS ADMINISTRATION

Faculty of Business Administration and Commerce

EDMONTON, ALBERTA  
SUMMER, 1970



Thesis  
1970F  
200

UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled MAIL SURVEY TECHNIQUES, submitted by Michael James O'Hanlon, in partial fulfillment of the requirements for the degree of Master of Business Administration.



## ABSTRACT

The primary purpose of this study was three fold. First, the study examined the techniques used by marketing researchers, sociologists, and psychologists, to construct mail questionnaire surveys. By following the techniques delineated in the first part of the study, the reader should be able to design mail questionnaires which will be highly successful in gathering valid primary data.

Second, the study examined the inducements used by expert researchers to increase the rate of response to mail surveys. Using some of these inducements is absolutely necessary if a researcher wishes to elicit a greater response rate than 10% to 20%.

Third, the study empirically tested the effect three inducements have on the response rate to mail surveys.

These inducements were:

- 1/ White paper vs. yellow paper for the questionnaire.
- 2/ White paper vs. yellow paper for the covering letter.
- 3/ 1¢, 2¢, and 3¢ stamps vs. 6¢ stamps on outgoing and in-coming mail.

The results of this test proved empirically that 1¢, 2¢, and 3¢ stamps do elicit a significantly higher rate



of response than 6¢ stamps. It was also determined that colored paper does not elicit significantly more responses than white paper.

The final conclusion was that if a researcher properly designs a mail questionnaire, and uses the proper inducements, the survey will be highly successful in gathering the primary data he desires.



## ACKNOWLEDGEMENTS

My supervisor, Dr. D. M. Cullen, deserves a special acknowledgement for her help and perseverance with somebody who knew so little about his subject. Without her excellent guidance during the past few months, this thesis would not be finished today.

I would also thank Dr. D. N. Thompson, my second reader, and Dr. M. Stewart, my third reader, for their excellent comments during the latter part of the development of this thesis.

Acknowledgement must also be given to Dr. C. B. Williams. Without his assistance it would have been impossible to do the empirical research undertaken in this thesis.

I would also thank the girls in the Commerce Office who gave me so much assistance during my empirical research.

Finally, I would thank my wife, who helped me and persevered with me through these many long months.



## TABLE OF CONTENTS

| Chapter |   | Page |
|---------|---|------|
| I       | INTRODUCTION.....                                   | 1    |
|         | Purpose of the Study                                |      |
|         | Organization of the Study                           |      |
|         | Research Objectives and Methodology<br>of the Study |      |
| II      | MAIL QUESTIONNAIRES.....                            | 4    |
|         | Problems  |      |
|         | Principles of Questionnaire<br>Construction         |      |
|         | Question Phrasing                                   |      |
| III     | MAIL QUESTIONNAIRE INDUCEMENTS.....                 | 17   |
|         | The Covering Letter                                 |      |
|         | Stamps and Envelopes                                |      |
|         | Monetary Inducements                                |      |
|         | Respondent Preparation                              |      |
|         | Follow-Up   |      |
|         | Deadline Dates                                      |      |
|         | Paper   |      |
|         | Prizes  |      |
|         | Time of Mailing                                     |      |
| IV      | METHODOLOGY.....                                    | 35   |
|         | The Inducements                                     |      |
|         | The Questionnaire                                   |      |
|         | The Covering Letter                                 |      |
|         | The Sample  |      |
| V       | RESULTS AND INTERPRETATIONS.....                    | 41   |
|         | Tabulation of Results                               |      |
|         | Interpretation and Analysis                         |      |
| VI      | CONCLUSION.....                                     | 45   |
|         | Summary of Findings                                 |      |
|         | Limitations of the Study                            |      |
|         | Suggestions for Further Research                    |      |



## APPENDIX

1. The Questionnaire
2. The Covering Letter
3. Cost Break-down for the Mail Survey



## CHAPTER I

### INTRODUCTION

#### Purpose of the Study

Mail surveys involve sending questionnaires to a randomly sampled group of people who complete the questionnaire, without the aid of an interviewer, and return the completed forms to the sender. These surveys can be a highly successful means of gathering data on a wide variety of subjects if they are conducted properly. The problem is that a great number of mail surveys do not achieve their desired aim mainly because the researchers who are conducting the surveys are not aware of, or do not use, the techniques of mail surveys which are available to them.

The primary purpose of this study is to delineate these techniques and principles from a wide variety of literature, and to demonstrate empirically that if these techniques and principles are followed, a high rate of valid data can be obtained.

#### Organization of the Study

The remainder of Chapter I will serve to introduce the study, and spell out the major objectives and methodology. Chapter II consists of the library research on the



techniques and principles of designing mail questionnaires. This chapter covers the following areas: problems encountered in the use of mail surveys; the principles of mail questionnaire construction; and question phrasing. Chapter III consists of the library research on the inducements which can be used by researchers to elicit high return rates for mail surveys. The subjects covered in this chapter are: the covering letter; stamps and envelopes; monetary inducements; respondent preparation; follow-up; deadline dates; paper; prizes; and the time of mailing. Chapter IV explains the methodology of the empirical research. Chapter V tabulates the results of the empirical research and analyses these results. The final chapter, Chapter VI, summarizes the theoretical and empirical findings, explains the limitations of the study, and suggests further research which could be useful.

### Research Objectives and Methodology of the Study

The objective of this study is two fold. The theoretical objective is to examine very closely the most pertinent literature on the subjects of the use and design of questionnaires for mail surveys, and the types of inducements which researchers have at their disposal for increasing the response rate to these surveys. The literature on these subjects is to be found mainly in business, psychological, and sociological journals, although a considerable amount of information is also found in several



good marketing research books. Chapters II and III attempt to co-ordinate this literature into one body so the reader may, in one place, gain considerable understanding of the total subject area.

The empirical research objective is to demonstrate that by using three inexpensive, easy to use, inducements, researchers can elicit a response rate considerably higher than the 10% to 20% which is normal for mail surveys.



## CHAPTER II

### MAIL QUESTIONNAIRES

Mail questionnaires are widely used by academics and marketing researchers for gathering original information. This survey method involves sending questionnaires to a randomly sampled group of people. These people are to complete the questionnaires, without the aid of an interviewer, and return the completed forms to the sender.

As a means of gathering data, the mail questionnaire technique offers the researcher the following advantages:

- 1/ The cost per respondent is low compared with telephone surveys, personal interviews, and panels.
- 2/ The cost per respondent is exactly the same, no matter where the respondent is located.
- 3/ Exactly the same questions are posed to all respondents.
- 4/ There is no interviewer to bias the respondent's answer.
- 5/ There is no pressure on the respondent. He may answer the questionnaire at his leisure.



6/ This technique guarantees anonymity for the respondent.<sup>1</sup>

The use of this survey technique also has some disadvantages. The major disadvantage of this method is the fact that the ratio of returned, completed questionnaires, to questionnaires originally mailed out, is low. It is stated that, "...ten to twenty per cent tends to be a normal return for a typical survey of the general public."<sup>2</sup>

Designing a mail questionnaire which will be both efficient and effective in accomplishing the data collecting goals of the researcher is not easy. There have been numerous books and articles written on the subject of questionnaire construction. Eventually, all these writings seem to reach the same conclusion. They all say that questionnaire construction is still more of an art than a science. However, within these books and articles can be found the basic principles of mail questionnaire design and construction.

The purpose of this chapter is to examine some of these writings, and to delineate the techniques used by expert marketing researchers in constructing good mail questionnaires.

---

<sup>1</sup>Blankenship, A.B., et al., "Questionnaire Preparation and Interviewer Technique", Journal of Marketing, Vol. XIV, No. 3, October, 1949. p. 412.

<sup>2</sup>Luck, D.J., Wales, H. G., Taylor, D. A., Marketing Research, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964. p. 161.



Problems. The major task of a mail questionnaire is to elicit information from respondents. Before a researcher can begin to construct a mail questionnaire, he must be cognizant of the problems inherent in using this survey technique. A brief discussion of these problems before going on to the principles of questionnaire construction, will add clarity to the latter when they are presented.

The first problem for the researcher is the fact that the potential respondent may not understand the questions asked on the questionnaire. If this situation occurs, the respondent usually does one of two things. Either he throws the questionnaire in the garbage can, or he gives an answer which does not relate to the question.<sup>3</sup>

Another serious problem which must be faced is the fact that the respondent may not be able to remember the information the researcher is trying to elicit. If this happens, the questionnaire again is likely to end up in the garbage can.<sup>4</sup>

The fact that a respondent may be reluctant to give information is another problem which must be overcome. This reluctance to give information usually arises when personal or embarrassing information is asked for. The respondent has the natural tendency to either not answer the question, or give false answers to avoid personal embarrassment.<sup>5</sup>

---

<sup>3</sup>Luck, Marketing Research, pp. 147-148.

<sup>4</sup>IBID, p. 148.

<sup>5</sup>IBID, p. 148.



The last major problem to be overcome is the fact that the respondent may not know the answer, or he may lack the facility to express himself.<sup>6</sup>

Questionnaire Construction. Once the person constructing the questionnaire is cognizent of the above problems, he may begin the construction process. The first thing he needs to know is the type of information he wishes to elicit from the respondent. Boyd and Westfall state, "...basically a questionnaire must serve two functions; it must translate research objectives into specific questions and it must motivate the respondent to cooperate with the survey and to furnish the information correctly."<sup>7</sup> Before the actual construction of the questionnaire can begin, a specific statement of the desired information must be made. Only after these informational objectives are stated can the person constructing the questionnaire decide what questions are to be asked.

According to the literature, there are six very broad principles of questionnaire design to be followed if the questionnaire is to accomplish its desired end. These principles are:

- 1/ Clarity: Clarity in the phrasing of mail questionnaires is of utmost importance, as there is no interviewer to aid the respondent in understanding the

---

<sup>6</sup>IBID, p. 148.

<sup>7</sup>Boyd, H. W., Westfall, R., Marketing Research, Homewood, Illinois: Richard D. Irwin, Inc., 1956. pp. 236-237.



question. The words used in formulating the questions must be explicit, and mean the exact same thing to all respondents. One of the most common mistakes researchers make is the use of ambiguous words, such as "kind" or "much". Some other common errors are framing more than one question within a single inquiry, and the use of double negatives when asking a question. Not only should the question be perfectly understandable, but, as A. B. Blankenship states, "...the expected answer - its nature and length - must be clearly indicated."<sup>8</sup>

2/ Aiding Recall: The questions asked of the respondent should be stated in such a fashion as to aid him in remembering the answer. One of the most commonly used techniques for accomplishing this is the time line. This involves, through the use of several questions, starting at a specific time or incident and working forward or backward from that point. This aids the respondent in recalling incidents which may be difficult to remember.<sup>9</sup>

3/ Establishing Interest and Desire to Answer: The first few questions on a questionnaire are extremely important. They should be of personal interest to the respondent, easy to answer, and inoffensive.

---

<sup>8</sup>Blankenship, "Questionnaire Preparation", p. 410.

<sup>9</sup>Luck, Marketing Research, p. 149.



The first few questions are called "warm up" questions. If possible, it should be possible to answer them with a simple yes or no. A. B. Blankenship says that many researchers prefer to use "homey" questions, as opposed to professionally phrased questions, so the project remains on a more personal basis.<sup>10</sup> Once the respondents interest has been attained, it is essential to keep him willing to continue answering the questionnaire. If the questionnaire is too long, boredom and/or fatigue may set in. If this occurs, the chances of the respondent completing the questionnaire are greatly minimized.<sup>11</sup>

- 4/ Overcoming Bias: Questions should not be worded in such a manner that the answer to one question will bias the answers to several other questions. Question sequence itself may bias the answers to the questions because it has caused the respondent to channel his thinking, or because the answer to one question may suggest the answers to following questions.<sup>12</sup>

The questionnaire must be tactful in its approach or bias may arise. Questions regarding age and education level may embarrass or insult the respondent. If questions such as these are not phrased properly,

---

<sup>10</sup>Blankenship, "Questionnaire Preparation", p. 413.

<sup>11</sup>IBID, p. 402.

<sup>12</sup>Luck, Marketing Research, pp. 151-153.



the respondent may inflate his income and education level when answering, or worse, he might not answer at all. The last thing a researcher wishes to do is embarrass or insult the respondent.

The use of leading questions may also bias the respondents answers.<sup>13</sup> If a question such as, "Do you eat cereal for breakfast?", is asked, the respondent will probably answer yes, even though he may not eat breakfast at all. He knows that people should eat breakfast, so he answers yes so he will not appear as a non-conformist.

One way to overcome bias in questions is to write out three questions at a time on the subject and compare them side by side. The first should contain words and phrases likely to bias or prejudice the respondent negatively or against it; the second should bias him positively; finally the researcher should attempt to write a question that will as nearly as possible balance the two extremes.<sup>14</sup>

- 5/ Ease of Expression: Frequently a respondent may wish to answer a question but finds himself unable to do so for a variety of reasons. Using diagrams and pictures may aid the respondent in expressing himself, and therefore bring in completed questionnaires

---

<sup>13</sup>Boyd, Marketing Research, p. 256.

<sup>14</sup>Hubbard, A. W., "Phrasing Questions", Journal of Marketing, July, 1950. pp. 56-57.



that otherwise may not have been returned.<sup>15</sup>

- 6/ Realism: According to A. B. Blankenship, it is important to use the "language" of the respondent when phrasing the questions in the questionnaire. This will help develop a closer rapport with the respondent, and may result in a higher response rate than you would obtain otherwise.<sup>16</sup>

With these general principles in mind, the next major step for the researcher is to determine the content of the individual questions and to decide on the type or types of questions to use. In formulating the questions, there are several techniques, or types of questions available to the researcher. These are:

- 1/ Open Questions: This type of question allows the respondent to answer in his own words, and to express any ideas he thinks are pertinent. There is no limit to the scope of response that the respondent may give. The answers received here may be more genuine than if the answers are channeled.

This type of question is rarely used in mail questionnaires, because to work with this technique it is almost mandatory that an interviewer be present. Another serious disadvantage of this technique is that every answer is unique. This makes tabulation

---

<sup>15</sup>Boyd, Marketing Research, pp. 256-258.

<sup>16</sup>Blankenship, "Questionnaire Preparation", p. 405.



very difficult and time consuming.<sup>17</sup>

2/ Multiple Choice: Multiple choice questions are structured so the respondent can choose the answer which most closely approximates his own. This type of question, as opposed to the check list question, tries to ascertain a respondents feelings or thoughts on a subject. It does not ask for factual information. In other words, multiple choice questions deal more with opinions, while check list questions deal with facts. The two major disadvantages of this type of question are:

- (A) The list of choices must be exhaustive; ie:  
all possible answers must be listed.
- (B) Bias may arise because of the order of the possible answers. It has been found that the first few items on a list are checked much more frequently than items appearing later on the list.

Multiple choice questions facilitate tabulation and are used frequently in mail questionnaires.<sup>18</sup>

3/ Check List: This type of question is very similar in form to the multiple choice question. The main difference is the fact that the respondent is to check one or more factual answers, rather than one answer which is closest to his own in meaning. This

---

<sup>17</sup>Boyd, Marketing Research, p. 244.

<sup>18</sup>Luck, Marketing Research, p. 159.



questioning technique facilitates tabulation, however it should not be used unless all possible answers are listed.<sup>19</sup>

4/ Ranking Questions: The respondent is to rank the listed items in his order of preference. This type of question is not easy to answer if the list of items is long, however, to avoid bias, all possible alternatives should be given. As in multiple choice and check list questions, bias may arise because the items are listed in a certain way. If the list is long, the items on top of the list are bias favorably. Ranking questions, like multiple choice and check list questions are easy to tabulate and are commonly used in mail questionnaires.<sup>20</sup>

5/ Dichotomous Questions: Only two possible answers are allowed for dichotomous questions: yes and no. This type of question is used mainly to elicit simple, factual information. These questions are not only the easiest to ask, they are the easiest to answer and tabulate.<sup>21</sup>

Once the type or types of questions to be used in the mail questionnaire have been decided upon, the next step in questionnaire construction is phrasing the individual questions. This is probably the most difficult aspect of ques-

---

<sup>19</sup>IBID, pp. 159-160.

<sup>20</sup>IBID, p. 160.

<sup>21</sup>Boyd, Marketing Research, pp. 251-253.



tionnaire construction. At this stage the researcher must be acutely aware of the four major problems which were discussed earlier. He must pay strict attention to the six broad principles of questionnaire construction if he wishes to elicit the information he desires. If he follows these principles closely, any problems he would find should be greatly minimized.

After the individual questions are formulated, the researcher has only one more major difficulty to overcome. This is deciding on the question sequence within the questionnaire. Several broad guidelines are offered within the literature which should aid in overcoming this problem.

The questions at the beginning of the questionnaire should be easy to answer, short, and interesting. This allows the respondent to gain interest in the questionnaire. Once this interest has been attained, the chances of him completing the questionnaire are greatly increased.

Once the flow of information has begun, the following three principles should be used to keep the information coming.

The first of these is the fact that related topics should be grouped together.<sup>22</sup> This is done so the respondent will not have to refocus his thinking as he moves from question to question and from topic to topic. There may be several topics within the questionnaire, and movement between them should appear smooth and logical to the respondent.

---

<sup>22</sup>Blankenship, "Questionnaire Preparation", pp. 403-404.



The second principle is the fact that hard-to-answer, embarrassing questions should be interspersed among easy-to-answer, non embarrassing questions. If too many of the former questions are posed in a row, the respondent is unlikely to complete the questionnaire.

The final principle involves removing as much bias as possible with regard to question sequence. The answer to one question in a sequence should not bias the answers to questions which follow it. Removal of this bias is usually accomplished by pretesting the questionnaire and then correcting the mistakes.<sup>23</sup>

Once this point in questionnaire construction is reached, the questionnaire should be checked to see if the following aspects have been incorporated within it.

- 1/ Parts of a Questionnaire: The following essential parts should be included in all mail questionnaires.
  - a/ The Sought Data: These are the questions to collect the data which is the chief objective of the questionnaire.
  - b/ The Classification Data: This information classifies the respondent by such things as education, social and economic characteristics, or any other characteristics which are relevant to the study.
  - c/ The Request for Cooperation

---

<sup>23</sup>Boyd, Marketing Research, pp. 258-259.



d/ The Instructions

- 2/ Ease of Questioning: The respondent should be able to read the questions easily. This involves such physical things as the intensity of light necessary to read the print.
- 3/ Ease of Recording: A questionnaire should leave adequate or more than adequate space for the respondents to answer.
- 4/ Ease of Tabulation: The overall design of the questionnaire should facilitate tabulation.

The researcher wants tabulation to be as simple and as fast as possible.<sup>24</sup>

Finally, once this step is complete, the questionnaire is ready for printing and pretesting. Pretesting should be done on all mail questionnaires. Such testing may point out structural, sequential, or other unnoticed flaws which the researcher can correct before the questionnaire is sent to his selected sample.

---

<sup>24</sup>Luck, Marketing Research, pp. 161-164.



## CHAPTER III

### MAIL QUESTIONNAIRE INDUCEMENTS

Once the average researcher has completed the construction of a questionnaire, he usually takes great pains to make sure it will carry out the function it was designed for. Great care is taken in checking such details as: making sure the final wording is attuned to the "language" of the potential respondent; removing all possible ambiguity from the wording of the questions; checking to see if the questionnaire is the proper length; and making sure the physical aspects of the questionnaire are correct.

After this final check of the questionnaire has been made, the average researcher usually hastily drafts a covering letter, mails the questionnaire, and prays for a response sufficient to provide him with enough data for meaningful analysis. Almost invariably the researcher is disappointed in the number of completed responses he receives. As stated earlier, "...ten to twenty per cent tends to be a normal return for a typical survey of the general public."<sup>25</sup> Quite frequently the percentage of completed returns falls even below this ten per cent figure.

---

<sup>25</sup>Luck, Marketing Research, p. 161.



This researcher has made the same mistake that a majority of his colleagues make every time they send out a questionnaire. Researchers tend to think that the questionnaire itself is the only important aspect of a mail survey. What they fail to realize is that the average respondent must be offered an inducement of some form before he will take the time to fill out a questionnaire and return it.

The purpose of this part of the literature review is to examine the many methods of inducement that researchers have available to them for use in mail surveys.

The Covering Letter. The covering letter accompanying a mail questionnaire is the most crucial of all the inducements used for increasing returns. If there is no covering letter, or if the letter is poorly designed, the probability that the potential respondent will throw the questionnaire into the wastepaper basket increases considerably. The main purpose of the covering letter, according to Norman Sigband, is to require the potential respondent to complete the questionnaire and return it immediately to the sender.<sup>26</sup>

The design and characteristics of the covering letter will vary depending upon the intellectual and educational level of the potential respondents. The following are the main variables or characteristics which should be included in good covering letters.<sup>27</sup>

---

<sup>26</sup>Sigband, Norman B., "The Cover Letter", The Journal of Marketing, Vol. XVII, No. 4, April, 1953. p. 425.

<sup>27</sup>IBID. pp. 424-428.



1/ The purpose of the survey should be stated. This should be done not in a detailed fashion, but in a general way so the respondent knows to what use his completed questionnaire will be put. In other words, the general "whys" and "wherefores" of the survey should be explained.

The main reason for doing this is to gain the interest of the respondent. If the respondent's genuine interest can be aroused, the chances of his completing the questionnaire are greatly increased. Also, if the purpose of the survey is explained to the respondent, he feels he has been taken into the researcher's confidence, and because of this the respondent will usually be much more willing to complete the questionnaire.

2/ The letter should contain a statement which tells the respondent the due date for the completed questionnaire. This aspect of the covering letter is covered more extensively under the section "Deadline Date".

3/ Assurance of anonymity. This factor is taken for granted by most researchers; however, it is interesting to note how frequently this assurance is not given to the respondent in writing. It is very important that the covering letter assures the respondent that everything he says will be held confidential. This is especially important when questions of a personal nature, such as age, earnings, sex habits, debts, etc., are asked. Most researchers find it best to include a sentence such as, "All answers or comments



you give in completing this questionnaire will be held in the strictest confidence," both in the covering letter and again on the questionnaire itself.

4/ The covering letter should tell the respondent that the results of the survey are available for his perusal at any time. This can be done in two ways. First, the researcher can promise to send out the results of the survey to all respondents. Second, as the first method could be very expensive (especially if the questionnaire is sent to thousands of respondents) the researcher can assure the respondent that if he wishes a copy of the completed study it will be sent to him. This can be done by including a statement in the covering letter such as: "If you desire a copy of the completed survey please write to \_\_\_\_\_. " This inducement tends to increase the respondents' interest in the questionnaire which in turn leads to a higher response rate.

5/ Probably the most important aspect of the covering letter is its personal tone.<sup>28</sup> The recipient of the covering letter should be made to feel that the letter was written to him on a personal basis, if possible.

---

<sup>28</sup>For reference to this see: Frazier, G., Bird, K., "Increasing the Response of a Mail Questionnaire", The Journal of Marketing, Vol. 23, No. 4, Oct. 1958, pp. 186-187.; Goldstein, H., Kroll, B. H., "Methods of Increasing Mail Response", The Journal of Marketing, Vol. 22, July 1957, pp. 55-57.; Levine, S., Gordon, G., "Maximizing Returns on Mail Questionnaires", Public Opinion Quarterly, 1958, pp. 568-575.; Luck, Marketing Research, pp. 169-171; Robinson, R. A., Agisim, P., "Making Mail Surveys More Reliable", The Journal of Marketing, 1960, pp. 415-423.; Sigband, "The Cover Letter", pp. 424-428.



It is very easy for the researcher to compose a letter which will bring out the personal touch.<sup>29</sup> As Sigband points out, it is the "you attitude" which puts the respondent on the researcher's side and induces him to complete the questionnaire. The "you attitude" is another way of saying that the letter looks like it was written personally to the respondent.

A number of writers have discussed elements of the covering letter which produces a "personal touch".<sup>30</sup> These elements are not concerned so much with the specific content of the letter as they are with the form the letter takes. These elements are:

a/ The covering letter should preferably be individually typed, but if this is impossible due to the number of questionnaires being sent out, it should be reproduced on an automatic typewriter. If an automatic typewriter is unavailable or too costly, the letters should be reproduced in a way which resembles original typing as closely as possible.

b/ If the letter is not individually typed or done on an automatic typewriter, the salutation should be typed in a print as closely matching the print of the letter as possible. Empirical evidence demonstrates that a personal

---

<sup>29</sup>Sigband, "The Cover Letter," pp. 424-428.

<sup>30</sup>Goldstein, "Increasing Mail Response"; Frazier, "Increasing the Response"; Kimball, A.E., "Increasing the Rate of Return in Mail Surveys", The Journal of Marketing, Vol. 25, 1961, pp. 63-64.; Levine, "Maximizing Returns"; Luck, Marketing Research; Parten, Mildred, Surveys, Polls, and Samples, New York, N.Y., Harper and Brothers, 1950.



salutation such as "Dear Mr. Smith" is much more effective than a salutation such as "Dear Sir or Madam".<sup>31</sup> It takes considerably more time to type in these personal salutations but the increased response which results from this action is well worth the effort.

c/ The signature of the covering letter should be handwritten in ink. If the signature is printed or stamped on the letter, this greatly reduces the benefit derived from a typed in salutation and other attempts to make the letter more personal.<sup>32</sup>

d/ The use of a title, such as "Director of Research", whether it is legitimate or not, adds prestige and respectability to the covering letter and the questionnaire. Also the use of a "dummy company" will add respectability and shield the real company from the public. This tactic is often used if the name of the real company could bias the results.<sup>33</sup>

e/ Both the covering letter and the questionnaire should be printed or typed on letterhead paper. The additional expense of this paper is outweighed by the additional response it elicits.<sup>34</sup>

---

<sup>31</sup>Kimball, "Increasing the Rate of Return", p. 64.

<sup>32</sup>Luck, Marketing Research, p. 171.

<sup>33</sup>Parten, Surveys, Polls, and Samples, p. 386.

<sup>34</sup>Goldstein, "Increasing Mail Response", p. 56.



f/ As will be mentioned under the section on "Stamps and Envelopes", first class postage, using stamps, should be employed for all outgoing and incoming envelopes.

g/ D. M. Hobart, in his book Marketing Research Practice, suggests that two covering letters should be used. One letter, which would be sent to men on the mailing list, should be straight forward and business-like but still personal, and should be signed by a man. The other letter, which is to be sent to women, should be "chattier" than the former, and signed by a woman.<sup>35</sup>

h/ Hobart also suggests that the return envelope should be marked personal, and addressed to the signer of the covering letter. He says, if possible, that this address should also be printed by automatic typewriter.<sup>36</sup>

i/ One element, which almost all authors stress as being important, is a handwritten postscript, or one which has the appearance of being hand written.<sup>37</sup> A study by Frazier and Bird demonstrated that the use of a postscript increased returns by 27 per cent.<sup>38</sup> All that is involved is the addition of something like the following: "P.S. We need your help in this survey. Could you please return your completed questionnaire as soon as possible."

---

<sup>35</sup>Luck, Marketing Research, p. 171.

<sup>36</sup>IBID. p. 171.

<sup>37</sup>Parten, Surveys, Polls, and Samples, p. 386.; Luck, Marketing Research, p. 171.; Frazier, "Increasing the Response", pp. 186-187.; Levine, "Maximizing Returns", p. 575.

<sup>38</sup>Frazier, "Increasing the Response", pp. 186-187.



j/ Mildred Parten also suggests that making an intentional spelling mistake and then correcting it in what appears to be your own handwriting can effect an increase in returns. She says this tactic adds a personal touch to the letter.<sup>39</sup>

k/ Finally, at all costs, the covering letter should not look like a form letter. The above eleven points are all very important to the researcher if he wishes to avoid a form letter appearance.

Stamps and Envelopes. One of the most commonly used inducements for the return of questionnaires is the self-addressed, stamped envelope for the respondent to use to return his questionnaire.<sup>40</sup> Although this procedure seems so obvious that it hardly deserves mention, it is amazing how many questionnaires are sent out without this inducement.

There are many variables with regard to self-addressed, stamped, return envelopes. One of the most important of these is the type of postage used. Some researchers state that the best type of postage to use is stamps instead of metered or franked postage. Franked postage, which is the postage prepaid type, has proven to be

---

<sup>39</sup>Parten, Surveys, Polls, and Samples, p. 386.

<sup>40</sup>Goldstein, "Increasing Mail Response", pp. 55-57.; Kephart, W.M., Bressler, M., "Increasing the Responses to Mail Questionnaires: A Research Study", Public Opinion Quarterly, Summer, 1958. pp. 123-131.; Longworth, D.S., "Use of a Mail Questionnaire", American Sociological Review, Vol. 18, pp. 310-313.



the least effective of the three.<sup>41</sup> Most researchers who use postage stamps prefer to use the conventional six-cent stamp; however it has been proven that using several small denomination stamps is a more effective means of getting a higher percentage return.<sup>42</sup> The effect on the respondent of using more than one stamp is enhanced even further if the stamps are of various denominations instead of all the same denomination. The reason for this is not perfectly clear; however E. N. Mayer, in his article, "Postage Stamps Do Affect Results of Your Mailing", suggests that the phenomenon results from the variety of the colors of the stamps along with the "personal touch" a number of stamps seems to imply. According to Mayer, the order of color appeal in stamps is: blue, red, brown, green, and black.<sup>43</sup> By using several stamps, the researcher is able to bring several of the preferred colors into play.

Another variable which has been studied quite extensively is the use of extra rate postage, such as air-mail and special delivery.<sup>44</sup> The use of this type of post-

---

<sup>41</sup>Gullahorn, J. E., Gullahorn, J. T., "An Investigation of the Effects of Three Factors on the Response to Mail Questionnaires", Public Opinion Quarterly, Vol. 27, No. 2, Summer 1963, pp. 294-296.; Kimball, "Rate of Return", pp. 63-64.; Longsworth, "Mail Questionnaires", pp. 310-313.

<sup>42</sup>Longsworth, "Mail Questionnaires", pp. 310-313.

<sup>43</sup>IBID, p. 312.

<sup>44</sup>Goldstein, "Increasing Mail Response", pp. 55-57.; Kephart, "Increasing the Response", pp. 23-31.; Levine, "Maximizing Returns ", pp. 568-575.



age is intended to have two effects upon the respondent. First, it impresses upon the respondent the importance the research staff places on the questionnaire, and second, it hastens delivery and return of the questionnaire. Kephart and Bressler conducted a study on the pulling power of conventional, airmail, and special delivery stamps.<sup>45</sup> They sent out 300 questionnaires, 100 of which had conventional six cent postage, 100 which had airmail stamps, and 100 which had special delivery stamps. The return rate for questionnaires with regular postage was 52%; for airmail, 60%; and for special delivery, 66%.\* It thus appears that airmail and special delivery stamps offer a greater inducement than regular stamps, with special delivery offering the greatest inducement. Robinson and Agisim state that the only problem encountered in using special delivery postage is the fact that some respondents may be antagonized because special delivery letters are delivered at any time during the day. They note that a respondent would be highly incensed by receiving a questionnaire at 4 A.M..<sup>46</sup>

Not only does the type of postage have an effect on the percentage of returns, but as Jeanne and John Gullahorn point out, the class of mailing also has an effect. Their

---

<sup>45</sup>Kephart, "Increasing the Responses", pp. 123-131.

<sup>46</sup>Robinson, "Making Mail Surveys More Reliable", p. 421.

\*This high response rate was attained because the sample population, nurses, were highly motivated and had been exposed to considerable publicity regarding the study.



study tested first class mailing against third class mailing. They discovered that first class mailing brings in a higher response (51% vs. 49%) than third class mailing.<sup>47</sup> This does not seem like a great increase but when thousands of questionnaires are sent out this increase becomes considerable.

Another variable with respect to mailing is the use of letterhead envelopes for outgoing mail. It has been proven that a letterhead envelope adds respectability to the questionnaire, and this in turn affects the respondent, and increases the percentage of returns quite considerably.<sup>48</sup>

One final major variable is the use of personally-typed envelopes rather than stick-on address labels. The individually typed envelopes add that "personal touch" which seems to appeal to the respondent.

Monetary Inducement. The practice of enclosing a cash inducement or promising cash to the respondent who completes the questionnaire is not widely used by researchers because of budgetary constraints. There are several studies however, which show that a proper monetary inducement can have a rather dramatic influence on the percentage of returned mail questionnaires.<sup>49</sup>

---

<sup>47</sup>Gullahorn, "Three Factors", p. 294.

<sup>48</sup>Kephart, "Increasing the Response", pp. 123-131.

<sup>49</sup>Kephart, "Increasing the Responses", pp. 123-131.; Robinson, "Making Mail Surveys More Reliable", pp. 415-423.; Wotruba, T. R., "Monetary Inducement and Mail Questionnaire Response", Journal of Marketing Research, Vol. 3, Nov. 1966, pp. 398-400.



A study by Thomas Wotruba tried to discover whether the inducement was valuable for its monetary sense, or its psychological influence on the respondent. He sent out three groups of identical questionnaires and covering letters, with the only difference being the inducement offered. The first group was sent a 25¢ coin along with the questionnaire and had a 40% response. The second group was not sent any money, but was promised 50¢ for a completed return. This group had a 20% response rate. The third group was offered no inducement and had an 18% response rate. It was also discovered that group one had the greatest percentage of complete questionnaires. Wotruba states that this proves that a cash inducement has a higher psychological than monetary motivation. If the inducement had a strictly monetary motivation, the group offered the 50¢ would have shown the greatest percentage of returns. He also says that the group who received the 25¢ felt obligated in some way not only to return the questionnaires, but also to do a better job in filling them out.

In Robinson and Agisim's study, 1000 questionnaires each were sent to two groups. One group was sent a 25¢ inducement along with the questionnaire and the covering letter, while the second group was offered no inducement. The first group returned 70% of the questionnaires while the second group returned only 15%. They say that while



offering cash inducements may bother economy minded researchers, this technique quite often costs less per return because less questionnaires have to be sent out to gather valid results.

Kephart and Bressler sent out five groups of 100 questionnaires with no inducement, a penny, a nickel, dime, and quarter respectively. The group which received no inducement returned 52% of the questionnaires; the group receiving a penny returned 55%; the group receiving a nickel returned 54%; the group receiving a dime returned 57%; and the group receiving a quarter returned 70%.

It is obvious that the 25¢ inducement has considerable pulling power, while anything less than 25¢ does not significantly increase the percentage of returns. They do state however that the percentage of returns obtained with the 25¢ inducement is no higher than that obtained by a questionnaire - plus - follow up procedure. They say, "...it appears that cash inducements do not materially increase the percentage of returns over and above those which are obtainable through routine methods."<sup>50</sup>

From these studies we can see that cash inducements of at least 25¢ do increase the percentage of returns considerably. However, the additional cost over more orthodox methods has put a severe limit on the use of this method.

---

<sup>50</sup>Kephart, "Increasing the Response", pp. 128-129.



Preparatory Letter or Phone Call. Some researchers consider the preparation of the respondent, before he receives the questionnaire, very important. This is done in one of two ways. A letter can be sent to the potential respondent approximately one week before the questionnaire is mailed. This letter usually stresses the fact that the respondent has been chosen as a member of a select group whose opinion is highly valued. The letter should then go on to impress upon the respondent the importance and seriousness of the survey, and assure him that the results of the survey more than justify the time and effort he expends in filling out the questionnaire. The letter should also stress, if conditions are correct, the fact that completing the questionnaire will benefit the respondent.

The letter should give a brief but rather detailed explanation of the purpose of the survey and then close off with a statement such as: "Your cooperation is vitally needed to complete the total picture. When the questionnaire arrives, will you please give it your immediate attention."<sup>51</sup>

This same procedure can be carried out using a preliminary phone call to the potential respondent. The preliminary phone call is highly successful, however difficulties arise if the respondents are spread over a wide geographical area. James Stafford found that preliminary

---

<sup>51</sup>IBID, p. 126.



letters brought a response rate of 43%, while preliminary phone calls brought a response rate of 68%. Those who received no preliminary contact had a response rate of only 20.5%.<sup>52</sup> From this it is obvious that preliminary contact is highly beneficial in increasing returns, and that preliminary phone calls are more effective than preliminary letters.

Follow-Up. Still another commonly used inducement is the follow-up letter, with or without a copy of the original questionnaire. This letter is usually sent out several days after the mailing of the original questionnaire. The purpose of a follow-up letter is to remind the respondent to return his completed questionnaire, incase it has slipped his mind, and also to stress the importance of the respondent's return to the success of the total survey. Quite frequently an additional copy of the questionnaire is enclosed with the follow-up letter incase the original questionnaire has been lost or misplaced.

The follow-up letter, when a copy of the questionnaire is enclosed, should also include another self-addressed, stamped envelope.<sup>53</sup> This lets the respondent know that the researcher is very concerned with his return, and also stresses the importance of the questionnaire.

---

<sup>52</sup>Stafford, James E., "Influence of Preliminary Contact on Mail Returns", Journal of Marketing Research, Vol. 3, Nov. 1966, p. 411.

<sup>53</sup>Levine, "Maximizing Returns", p. 570.



In the study by Kephart and Bressler, they sent out 100 questionnaires without a follow-up and 100 questionnaires with a follow-up. The results of this study were quite dramatic. Those respondents who received no follow-up returned 52% of the questionnaires, while those who received follow-up letters returned 68% of the questionnaires.<sup>54</sup>

This double mailing technique adds considerably to the cost of the survey, but it is still less expensive than including a monetary inducement. The authors agree that the additional 10% to 16% returns which come in using this method are well worth the additional mailing expense.<sup>55</sup>

Deadline Date. One of the most common traits in human nature is to procrastinate jobs which are not immediately pressing. This is especially true if the job the person is asked to do does not have any bearing on his own self interest, as with a mail questionnaire. If the recipient is at all busy, he will usually place the questionnaire for completion at a future date.

Researchers usually try to overcome this problem by encouraging the respondent to complete the questionnaire as soon as possible. They use such phrases as "fill it in now" or "do it at your first opportunity". These phrases are so overworked by now that they are almost meaningless to

---

<sup>54</sup>Kephart, "Increasing the Response", p. 127.

<sup>55</sup>Kephart, "Increasing the Response", pp. 123-131.;  
Robinson, "Making Mail Surveys More Reliable", pp. 415-423.



the average respondent.<sup>56</sup> Instead of using these hackneyed phrases, the researcher should concentrate on using a specific deadline date for the return of the completed questionnaire. A statement such as, "Please return this questionnaire no later than May 8" will put the onus on the respondent to do so. Most researchers agree that the due date for the average questionnaire should be 18 to 21 days after it was mailed out. This time period allows the respondent sufficient time to complete the questionnaire even if he is busy at the time he receives it. It also lets the respondent know that he is not being pressured into dropping everything and completing it at once. Norman Sigband states that the greatest value of a specific due date is achieved if the request is made in a courteous manner, stating that the returned questionnaire will be most useful if it is received by a certain date.<sup>57</sup>

#### Color and Quality of Paper in Letters and Questionnaires.

All questionnaires and covering letters should be printed on good quality paper. A 16 to 20 weight bond paper is best for the covering letter, while a slightly lower weight bond will usually suffice for the questionnaire.

Ideally, both the questionnaire and the covering letter should be printed on letterhead paper.<sup>58</sup> This adds credibility to both. There is also some evidence that a

---

<sup>56</sup>Sigband, "The Cover Letter", pp. 426-427.

<sup>57</sup>IBID, pp. 426-427.

<sup>58</sup>Goldstein, "Increasing Mail Response", p. 56.



color of paper other than white for the questionnaire increases returns.<sup>59</sup> The results of studies using green, yellow, and pink paper have shown that the percentage of returns increases slightly with this colored paper.<sup>60</sup> The additional cost of using colored top quality bond paper for the questionnaire is more than outweighed if the percentage of returns shows a sufficient increase.

Prizes. The tactic of offering prizes to respondents who complete and return mail questionnaires has been tried without much success. The major reason for this is cost. The prizes which are offered to respondents are too insignificant to attract returns. More valuable gifts cannot be offered because the additional expense would be considerable.<sup>61</sup>

Time of Mailing. Donald Longsworth suggests that questionnaires which are mailed to arrive late in the week, (ie: Thursday or Friday) bring in a greater percentage of returns than those mailed to arrive early in the week.<sup>62</sup>

---

<sup>59</sup>Gullahorn, "Three Factors", p. 294.

<sup>60</sup>Longsworth, "Use of a Mail Questionnaire", pp. 310-313.

<sup>61</sup>Knox, J. B., "Maximizing Responses to Mail Questionnaires: A New Technique", Public Opinion Quarterly, Summer 1951, pp. 366-367.

<sup>62</sup>Longsworth, "Use of a Mail Questionnaire", pp. 310-313.



## CHAPTER IV

### METHODOLOGY

#### The Inducements

Chapter 3 delineated the most commonly used inducements for mail questionnaire surveys. The purpose of this study was to test three of these inducements in combinations which, as far as can be ascertained, had not been tested before. These inducements were:

- 1/ White vs. yellow paper for the questionnaire.
- 2/ White vs. yellow paper for the covering letter.
- 3/ 6¢ stamps vs. 1¢, 2¢, and 3¢ stamps on out-going and in-coming mail.

The purpose of choosing these inducements was four-fold. First, the author wished to determine whether or not colored paper as such had any effect on the response rate. Second, the author wished to test if a difference in paper color between the letter and the questionnaire would have an effect on the response rate. Third, the author wished to test E. E. Mayer's conclusion that 1¢, 2¢, and 3¢ stamps elicit a higher response rate than 6¢ stamps. Fourth, these inducements are very easy for a researcher to use, and they do not add to the cost of the survey in any way.

The study was designed to test these inducements to



see which combination of them would elicit the highest response rate. Table 1 shows the complete list of inducement combinations used in this study.

### The Questionnaire

Since the purpose of this study was to show the effect the three inducements had on the response rate, and not to gather specific data via a questionnaire, it was decided to design a questionnaire which would be of general interest to a large number of people. The resulting questionnaire was carefully designed using the elements of questionnaire design delineated in Chapter 2. (See Appendix 1) Its purpose was to discover what facilities high-rise apartment dwellers would like to have in their apartments.

The questionnaire consisted of 27 questions, including multiple choice questions, check list questions, ranking questions, and dichotomous questions. The only major type of question which was not used in this questionnaire was the open-ended question. It was not used for two reasons. First, it is a very difficult type of question to use in mail questionnaire surveys because of the lack of interviewer supervision. Second, open-ended questions are very difficult to tabulate.

The questionnaires were reproduced on 20 lb. Island Bond paper. 400 of the questionnaires were reproduced on white paper and 400 were reproduced on yellow paper. The first page of the questionnaire contained the instructions



TABLE I  
LIST OF INDUCEMENT COMBINATIONS

|  |  |  |  |
|--|--|--|--|
| GROUP IA<br>White Cover Letter<br>White Questionnaire<br>6¢ Stamp          | GROUP IIA<br>White Cover Letter<br>Yellow Questionnaire<br>6¢ Stamp          | GROUP IIIA<br>Yellow Cover Letter<br>Yellow Questionnaire<br>6¢ Stamp          | GROUP IVA<br>Yellow Cover Letter<br>White Questionnaire<br>6¢ Stamp          |
| GROUP IB<br>White Cover Letter<br>White Questionnaire<br>1¢, 2¢, 3¢ Stamps | GROUP IIB<br>White Cover Letter<br>Yellow Questionnaire<br>1¢, 2¢, 3¢ Stamps | GROUP IIIB<br>Yellow Cover Letter<br>Yellow Questionnaire<br>1¢, 2¢, 3¢ Stamps | GROUP IVB<br>Yellow Cover Letter<br>White Questionnaire<br>1¢, 2¢, 3¢ Stamps |



for completing it, along with a very brief description of what the survey was about.

The first page of the questionnaire and the covering letter were letterheaded in the name of "Canadian Research Associates". The letterhead consisted of the company name and a return address in Edmonton. The reason for conducting this study under a fictitious company name rather than the university name was two-fold. First, one of the objectives of the study was to simulate as closely as possible a marketing research survey, and therefore it was impossible to use the name of the university. Second, even if the study was not simulating a marketing research survey, it was felt that using the university name might bias the results.

#### The Covering Letter

The covering letter was designed using the elements delineated in Chapter 3. (See Appendix 2) As with the questionnaire, 400 of the letters were reproduced on white paper and 400 on yellow paper. However, the covering letter was reproduced on 20 lb. Bell-Fast Bond. The reason for this was to impart a quality image to the survey, since a high quality survey should elicit more responses than a poor quality survey.

The original letter was typed and then reproduced by multilith. This process duplicated very closely the type of the original letter. The salutations were typed on the same typewriter. Thus, they matched the print of the letter



very closely, and it was difficult to tell that the whole letter was not individually typed. This was done to avoid the "form letter" look. Each letter was also signed in ink to make it look more personalized.

### The Sample

As mentioned earlier, the questionnaire concerned apartments, so it was decided to randomly sample people who lived in high-rise apartments. High-rise apartments were first classified as apartments in buildings which have at least seven floors and an elevator. The next step was to determine, through Henderson's Edmonton Directory, the total number of high-rise apartments. Since the total number of apartments was approximately 4000, the total sample of 800 names was obtained by selecting the name of every fifth person living in an apartment.

This group of 800 names was divided into 8 sub-samples of 100 each. Each sub-sample received one of the combinations of inducements seen in Table 1. Each return envelope was coded as to the color of letter and questionnaire which was sent out with that envelope. By doing this, it was possible to sort the returns according to the combinations of inducements which were used.

Considering the nature of the sample taken, plus the nature of the postal situation, it was expected that a relatively high number of questionnaires would be returned unopened. People living in high-rise apartments are some-



what transient in nature. The latest complete list of addresses available was the November 1969 edition of Henderson's Edmonton Directory so it was anticipated that quite a few of the sample population would have moved between the time the listing was compiled and this survey was undertaken. Also, under normal postal conditions, questionnaires which were addressed to people who had moved would have been forwarded. However, at the time this survey was undertaken, postal employees were carrying out rotating strikes and the postal situation was chaotic. It was expected that mailmen would not forward any mail to new addresses, but would instead return them directly to the sender.

Because of this, it was decided to take the original sample size ( $N = 100$ ) and subtract from this the number of returned, unopened questionnaires, to arrive at a new sample size ("N") for each sub-group in the sample. Under normal postal conditions and using a less mobile sample, this would not have been done. However, since the purpose of the study was to test the response rates of various inducements, it was felt necessary to include in the sample only those people who received the questionnaire. This was the only way to accurately test how the inducements affected the respondents.



## CHAPTER V

### RESULTS AND INTERPRETATIONS

The final cut off date for accepting returned questionnaires was set as July 23, 1970. On this date the results of the empirical research were tabulated. These results can be seen on Table II (p. 42). From this it can be seen that the overall response rate (37.9%), and the response rate for each group, was considerably higher than the 10% to 20% response rates considered normal on similar surveys.

To discover which of the inducements, if any, was responsible for this response rate, it was decided to run the following Binomial tests on the data.<sup>63</sup>

Test 1. This test was designed to discover whether the difference in the response rates of white letters and white questionnaires (37.1%) vs. yellow letters and yellow questionnaires (39.5%) was significant. The combined groups IA and IB were tested against the combined groups IIIA and IIIB. The results of the test gave a z score of less than 1. Therefore there was no significant difference between the response rates.

Test 2. This test was designed to discover whether the

---

<sup>63</sup>Siegel, S., Nonparametric Statistics for the Behavioral Sciences, Toronto, Ont.: McGraw-Hill, 1956. pp. 36-42



TABLE II

## TABULATION OF RESULTS OF THE MAIL SURVEY

| <u>GROUP NO.</u>               | <u>N</u> | <u>"N"</u> | <u>n</u> | <u>%</u> |
|--------------------------------|----------|------------|----------|----------|
| GROUP IA<br>WL, WQ, 6¢         | 100      | 57         | 21       | 36.8     |
| GROUP IB<br>WL, WQ, 1,2,3¢ *   | 100      | 56         | 21       | 37.5     |
| GROUP IIA<br>WL, YQ, 6¢        | 100      | 69         | 19       | 27.5     |
| GROUP IIB<br>WL, YQ, 1,2,3¢ *  | 100      | 69         | 32       | 46.4     |
| GROUP IIIA<br>YL, YQ, 6¢       | 100      | 63         | 22       | 34.9     |
| GROUP IIIB<br>YL, YQ, 1,2,3¢ * | 100      | 68         | 30       | 44.1     |
| GROUP IVA<br>YL, WQ, 6¢        | 100      | 74         | 25       | 33.7     |
| GROUP IVB<br>YL, WQ, 1,2,3¢ *  | 100      | 73         | 31       | 42.5     |

Y Yellow

L Letter

W White

Q Questionnaire

N the original sample size. See pp. 39-40.

"N" the revised sample size. See pp. 39-40.

n the number of returns in each group.

% the percentage of returned, completed questionnaires.

\* the difference in response rates between Group IB and Groups IIB, IIIB, and IVB is not statistically significant.



difference in response rates between questionnaires the same color as the covering letter (38.3%) vs. questionnaires of a different color than the covering letter (37.5%) was significant. The combined groups IA, IB, IIIA, and IIIB were tested against the combined groups IIA, IIB, IVA, and IVB. The resulting  $z$  score was less than 1 and therefore the difference was not significant.

Test 3. The purpose of this test was to determine whether the difference in response rates for 1¢, 2¢, and 3¢ stamps (42.6%) vs. 6¢ stamps (32.2%) was significant. The Binomial test gave a  $z$  score of 1.75, and this has a one-tailed probability of .0401. Therefore it can be concluded that the difference in response rates was significant.

Test 4. This test was designed to discover whether the difference in response rates between white questionnaires (37.1%) vs. yellow questionnaires (36.9%) was significant. The combined groups IA and IB were tested against the combined groups IIA and IIB. The resulting  $z$  score was less than 1, and therefore the difference was not significant.

Test 5. This test was designed to discover whether the difference in response rates between white covering letters vs. yellow covering letters, both utilizing white questionnaires, (37.1% vs. 38.1%) was significant. The difference in response rates was not significant because the resulting  $z$  score was again less than 1.

This analysis has demonstrated that colored paper



has no significant effect on the response rate of mail surveys. Only one of the inducements tested makes any significant difference in the amount of completed returns received. By using this inducement, 1¢, 2¢, and 3¢ stamps, a researcher can increase his response rate considerably over and above the response rate he would achieve if he used ordinary 6¢ stamps. In this particular study, the response rate increased approximately 33% when 1¢, 2¢ and 3¢ stamps were used. This is a remarkable finding considering that this inducement adds absolutely nothing to the cost of a mail survey.



## CHAPTER VI

### CONCLUSION

The primary purpose of this study was to delineate mail questionnaire construction techniques and methods of inducing high response rates to mail surveys. The study then went on to empirically test three of these inducements to determine if in fact they do elicit significantly higher rates of response than if they were not used at all.

#### Summary of the Library Research

The library research into mail questionnaire construction began by discussing the major problems associated with the construction of these questionnaires. These problems are: the fact that the respondent may not understand the questions asked; the respondent may not be able to remember the desired information; he may be reluctant to give information; and finally he may not be able to express himself adequately.

It is the responsibility of the researcher to overcome these problems by:

- 1/ Making sure the questions asked are perfectly clear to the respondent.
- 2/ Aiding the respondent to recall information.
- 3/ Gaining the respondents interest and instilling



a desire to answer the questions.

- 4/ Making sure no bias appears in the questionnaire.
- 5/ Making it as easy as possible for the respondent to express himself.
- 6/ Developing a rapport with the respondent.

These principles are even more important in mail questionnaires than in personal interviews and telephone surveys. In the latter two survey techniques, the interviewer is able to aid and guide the respondent but in mail surveys the instructions and the written questions offer the respondent the only help he will receive.

The major tool for gathering any type of data is the question. The major types of questions which are used in mail questionnaires are: multiple choice; check list; ranking; and dichotomous. Open ended questions are rarely used because it is almost mandatory that an interviewer be present to guide the response to these questions.

The proper phrasing of these questions and their position on the questionnaire are two very important ways of overcoming the four major problems.

Questionnaires should be pretested before they are mailed out to the sample population. This pretesting enables the researcher to correct any parts of the questionnaire which seem to be problem areas. Once the questionnaire has been pretested and corrected, if necessary, it is ready to be mailed out.



Response rates to mail surveys generally range from 10% to 20%. This low rate of returns can usually be accounted for by a lack of respondent inducement. The inducements which are available to researchers can be divided into two groups: those which increase the cost of the survey and those which do not.

Inducements which add to the cost of the survey include a monetary inducement of at least 25¢. This has proven very successful in increasing response rates, however this inducement is rarely used because of budgetary constraints. Preparatory and follow-up letters or telephone calls are also very successful and compared to monetary inducements are not overly expensive. Prizes can be offered to respondents who complete and return questionnaires but this tactic has proven to be relatively ineffective and expensive. Using certain high quality grades of colored paper for the covering letter and questionnaire is sometimes used, but as demonstrated by the empirical research of this thesis, this does not significantly increase the response rate. Also, some high quality colored paper is more expensive than white paper.

Those inducements which add nothing to the cost of the survey include: well designed covering letters; self-addressed, stamped, return envelopes; the use of stamps instead of franked or metered postage; deadline dates for returning questionnaires; and mailing the questionnaires so



they will arrive late in the week. All of these inducements have proven relatively effective in increasing response rates.

### Summary of the Empirical Research

The empirical research involved testing:

- 1/ White paper vs. yellow paper for the questionnaire.
- 2/ White paper vs. yellow paper for the covering letter.
- 3/ 6¢ stamps vs. 1¢, 2¢, and 3¢ stamps on out-going and in-coming mail.

A sample size of 800 people was chosen, and this sample was divided into 8 sub-samples of 100 people each. A questionnaire and covering letter were designed, and each sub-sample received one of the combinations of questionnaire, covering letter, and stamps seen on Table 1 (p. 42.) Twenty three days were allowed for the returns to come in. The results of this survey can be seen on Table II (p. 48.)

One of the most interesting results of the analysis of the returns is the fact that colored paper per se has no significant effect upon the response rate. Even when both colors were used in combination (ie: white covering letter, yellow questionnaire) the difference in response rates was not significantly better or worse than if the covering letter and questionnaire had both been all white or all yellow.



Therefore, the author would recommend to researchers that if they have colored paper available, by all means use it, but do not go to any trouble to procure and use colored paper, for the extra effort in using it will not significantly change the response rate to a survey.

The most interesting result of the analysis of the returns is the fact that by using 1¢, 2¢, and 3¢ stamps instead of 6¢ stamps, a researcher can achieve a statistically significant higher rate of response. In this particular study, 1¢, 2¢, and 3¢ stamps elicited approximately 33% more responses than 6¢ stamps. Therefore, this study has proven empirically that E. N. Mayer's conclusion, that 1¢, 2¢, and 3¢ stamps will elicit more responses than 6¢ stamps, is correct.

The reason for this phenomena occurring is not entirely clear, however three suggestions may be brought forward to try and explain it.

- 1/ When a survey is carefully and professionally conducted, the use of 1¢, 2¢, and 3¢ stamps may imply that the researcher really cares about the respondent's ideas. It may demonstrate that the researcher has gone to every possible effort to make sure that the particular respondent receives a questionnaire. Exactly the opposite effect may be felt by the respondent if the survey is sloppily conducted.



- 2/ It adds a personal touch to the survey. Most business envelopes have metered postage. The respondent may think that because the researcher has used 1¢, 2¢, and 3¢ stamps that he has done all the work personally, and is therefore extremely interested in the respondent and his completed questionnaire.
- 3/ Bringing several stamps of different denominations into play enables the researcher to use colors which may appeal to the respondent. It may be that the colors of the stamps or the particular combinations of colors effect a higher response rate from the respondents.

#### Suggestions for Further Research

Since the author is unable to explain exactly why 1¢, 2¢, and 3¢ stamps elicit a higher response rate than 6¢ stamps, the avenue for further research is obvious. Two research projects which are suggested are:

- 1/ To determine why 1¢, 2¢, and 3¢ stamps elicit a significantly higher response rate.
- 2/ To discover what type of respondent is effected by the use of these stamps.



## SELECTED BIBLIOGRAPHY

### BOOKS

- Boyd, H. W., Westfall, R., Marketing Research, Homewood, Illinois: Richard D. Irwin, Inc., 1956.
- Levizos, J. P., Marketing Research Applications, Procedures and Cases, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1961.
- Luck, D. J., Wales, H. G., Taylor, D. A., Marketing Research, Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964.
- Parten, Mildred, Surveys, Polls, and Samples, New York, N.Y.: Harper and Brothers, 1950.
- Siegel, S., Nonparametric Statistics for the Behavioral Sciences, Toronto, Ont.: McGraw-Hill, 1956.
- Uhl, K. P., Schoner, B., Marketing Research, New York, N.Y.: John Wiley and Sons, Inc., 1969.

### PERIODICALS

- Bauer, R. K., Meissner, F., "Structure of Mail Questionnaires: Test of Alternatives". Public Opinion Quarterly, Summer 1963, pp. 307-311.
- Blankenship, A. B., Crossley, A., Heidingsfield, M.S., Herzog, H., Kornhauser, A., "Questionnaire Preparation and Interviewer Technique". Journal of Marketing, October, 1949, pp. 399-432.
- Cox, W. E., "Response Patterns to Mail Surveys". Journal of Marketing Research, Vol. 3, November, 1966, pp. 392-397.
- Ferriss, A. L., "A Note on Stimulating Response to Questionnaires". American Sociological Review, Vol. 16, Nos. 1-6, pp. 247-249.
- Frazier, G., Bird, K., "Increasing the Response of a Mail Questionnaire". Journal of Marketing, Vol. 23, No. 4, October, 1958, pp. 186-187.



- Goldstein, H., Kroll, B. H., "Methods of Increasing Mail Response". Journal of Marketing, Vol. 22, July, 1957, pp. 55-57.
- Gullahorn, J. E., Gullahorn, J. T., "An Investigation of the Effects of Three Factors on the Response to Mail Questionnaires". Public Opinion Quarterly, Vol. 27, No. 2, Summer, 1963, pp. 294-296.
- Highman, A., "The Audited Self-Administered Questionnaire". Journal of Marketing, Vol. 10, No. 2, October, 1955, pp. 155-159.
- Hubbard, A. W., "Phrasing Questions". Journal of Marketing, July, 1950, p. 56.
- Keane, J. G., "Low Cost, High Return Mail Surveys". Journal of Advertising Research, Vol. 3, No. 3, September, 1963, pp. 28-30.
- Kephart, W. M., Bressler, M., "Increasing the Responses to Mail Questionnaires: A Research Study". Public Opinion Quarterly, Summer, 1958, pp. 123-131.
- Kimball, A. E., "Increasing the Rate of Return in Mail Surveys". Journal of Marketing, Vol. 25, 1961, pp. 63-64.
- Knox, J. B., "Maximizing Responses to Mail Questionnaires: A New Technique". Public Opinion Quarterly, Summer, 1951, pp. 366-367.
- Lawson, F., "Varying Group Responses to Postal Questionnaires". Public Opinion Quarterly, Vol. 13, No. 1, Spring, 1949, pp. 114-116.
- Levine, S., Gordon, G., "Maximizing Returns on Mail Questionnaires". Journal of Marketing, Winter, 1958-59, pp. 568-575.
- Longworth, D. S., "Use of a Mail Questionnaire". American Sociological Review, Vol. 18, pp. 310-313.
- Robin, S. S., "A Procedure for Securing Returns to Mail Questionnaires". Sociology and Social Research, Vol. 50, No. 1, October, 1965, pp. 25-35.
- Robinson, R. A., Agisim, P., "Making Mail Surveys More Reliable". Journal of Marketing, 1960, pp. 415-423.



- Sigband, Norman B., "The Cover Letter". Journal of Marketing, Vol. 17, No. 4, April, 1953, pp. 424-428.
- Stafford, James E., "Influence of Preliminary Contact on Mail Returns". Journal of Marketing Research, Vol. 3, November, 1966, pp. 410-411.
- Tallent, N., "A Note on an Unusually High Rate of Returns for a Mail Questionnaire". Public Opinion Quarterly, Vol. 23, No. 4, Winter, 1959, pp. 579-581.
- Wolfe, D. F., "A New Questionnaire Design". Journal of Marketing, October, 1956, pp. 127-129.
- Wotruba, T. R., "Monetary Inducement and Mail Questionnaire Response". Journal of Marketing Research, Vol. 3, November, 1966, pp. 398-400.



## APPENDIX



# CANADIAN RESEARCH ASSOCIATES

/o SUB P.O. #11

Edmonton 7, Alberta

## APPENDIX 1

### APARTMENT DESIGN SURVEY # 1

As we stated in the accompanying letter, this survey is being undertaken to discover how you personally would like to see an apartment designed.

The purpose of the first seven questions is to find out some information about you as an individual. The remainder of the questionnaire is designed to discover what you would like to see in an apartment, and also what factors influence you in your decision to rent a specific apartment. Again, please be assured that all the information you give will be held in the strictest confidence.

The vast majority of the questions require only a check (✓) in the appropriate space provided. If you are unable to check a definite answer, please place a check in the space beside "Other", and write your answer in the space provided. Instructions for questions which can not be answered with a check will be given in the body of the questionnaire.

Please remember to have your questionnaire completed and returned to us no later than July 21. We stress this return date because we are very interested in your ideas, and any information received after July 21 can not be included in the final report.

May we thank you in advance for your efforts in completing this questionnaire.



Are you a: Male \_\_\_ or a Female \_\_\_ ?

Your age is: Under 20? \_\_\_  
20 to 25? \_\_\_  
26 to 30? \_\_\_  
31 to 40? \_\_\_  
41 to 50? \_\_\_  
51 to 60? \_\_\_  
Over 60? \_\_\_

You are: Single? \_\_\_  
Married? \_\_\_  
A widow(er)? \_\_\_  
Divorced? \_\_\_  
Separated? \_\_\_

Your present family income is:  
Under \$5,000? \_\_\_  
5,000 - 6,000? \_\_\_  
6,000 - 8,000? \_\_\_  
8,000 - 10,000? \_\_\_  
10,000 - 15,000? \_\_\_  
Over 15,000? \_\_\_

Your education level is:  
Grade 9 or less? \_\_\_  
Some high school? \_\_\_  
High school graduate? \_\_\_  
Some university? \_\_\_  
University graduate? \_\_\_  
Technical school? \_\_\_

Do you have a car? Yes \_\_\_ No \_\_\_  
More than one car? Yes \_\_\_ No \_\_\_

Please write the number of children  
you have in each age group in the  
space provided. Under 1 \_\_\_  
1 to 3 \_\_\_  
3 to 5 \_\_\_  
Children no longer  
living with you \_\_\_

This is the end of the questions  
about you as an individual. The  
following questions are designed to  
discover what you as an apartment  
dweller would like to have in an  
apartment.

8. Do you prefer to live on:  
The upper floors of a building? \_\_\_  
The middle floors? \_\_\_  
The lower floors? \_\_\_

9. Do you prefer:  
Bachelor apartments? \_\_\_  
1 bedroom apartments? \_\_\_  
2 bedroom apartments? \_\_\_  
3 or more bedroom apartments? \_\_\_

10. Do you prefer: Furnished apartments? \_\_\_  
Or unfurnished apartments? \_\_\_

11. Please rank the following rooms in  
their order of importance to you.  
(Use 1 for the most important room,  
2 for the next most important room,  
etc.)  
Kitchen \_\_\_ Living room \_\_\_  
Bedrooms \_\_\_ Bathroom \_\_\_  
Dining room \_\_\_

12. Which of the following would you  
prefer in your apartment?  
An L shaped living-dining room \_\_\_  
A separate dining room \_\_\_  
An eating area in the kitchen \_\_\_

13. Do you prefer carpets furnished  
with the apartment? Yes \_\_\_ No \_\_\_

14. If yes to question 13, which color  
of carpet would you prefer to have?  
Gold \_\_\_ Grey \_\_\_  
Green \_\_\_ Blue \_\_\_  
Light Brown \_\_\_ Other \_\_\_ (Please Name)  
Dark Brown \_\_\_

15. Do you prefer drapes furnished with  
the apartment? Yes \_\_\_ No \_\_\_

16. Which color of paint do you prefer  
in the following rooms?  
Living room:  
White \_\_\_ Blue \_\_\_  
Beige \_\_\_ Pink \_\_\_  
Yellow \_\_\_ Other \_\_\_ (Please Name)  
Green \_\_\_



6. Cont'd.  
Master Bedroom:  
White ☐ Blue ☐  
Beige ☐ Pink ☐  
Yellow ☐ Other ☐ (Please Name)   
Green ☐
- Bathroom:  
White ☐ Blue ☐  
Beige ☐ Pink ☐  
Yellow ☐ Other ☐ (Please Name)   
Green ☐
7. Which aspect of a refrigerator is most important to you?  
Large size ☐  
Large freezer ☐  
Large cooling compartment ☐  
Separate doors for freezing and cooling compartments ☐  
Other (Please Name)
8. Which of the following do you prefer?  
A wall oven-counter top element combination ☐  
A conventional stove ☐  
Indifferent ☐
9. Would you want an automatic dishwasher in your apartment?  
Yes ☐  
No ☐  
Indifferent ☐
10. Which color do you prefer for your major appliances? (ie: stove, refrigerator, etc.)  
White ☐ Gold ☐  
Copper ☐ Avacado (Green) ☐
11. Do you think that apartment kitchens are generally large enough?  
Yes ☐  
No ☐  
Indifferent ☐
12. Do you think that apartments generally have enough closet space? (ie: Clothes closets, Linen closets)  
Yes ☐  
No ☐  
Indifferent ☐
23. Do you prefer your apartment storage room to be:  
A basement locker room? ☐  
Or a room within your apartment? ☐
24. If your present apartment has a balcony, how often do you use it during the summer months?  
More than 3 times per week ☐  
1 to 3 times per week ☐  
Less than once per week ☐
25. Please check the features in the following list which are important to you in selecting an apartment.  
Parking ☐  
Sound-proof living area ☐  
Door to door mail delivery ☐  
A lease (1 or 2 year) ☐  
No lease (monthly rental) ☐  
Controlled apartment entrance ☐  
Sauna bath ☐  
Swimming pool ☐  
Laundry facilities on every floor ☐  
Laundry facilities in the basement ☐  
The apartment allows children ☐  
No children allowed ☐  
A play area for children ☐  
Location (nearness to work and/or public transportation) ☐  
Nearness to shopping ☐  
Rent ☐  
A fireplace ☐  
A well constructed building ☐  
A view ☐  
A balcony ☐  
Number of elevators ☐  
Other (Please Name)
26. Would you live in a 3 floor walk-up apartment if it had the facilities offered in a high-rise?  
Yes ☐  
No ☐  
Indifferent ☐
27. To have the facilities you desire, what price would you be willing to pay in rent per month?  
\$100 - 120 ☐ 180 - 200 ☐  
120 - 140 ☐ 200 - 225 ☐  
140 - 160 ☐ 225 - 250 ☐  
160 - 180 ☐ 250 plus ☐



# CANADIAN RESEARCH ASSOCIATES

c/o SUB P.O. #11

Edmonton 7, Alberta

## APARTMENT DESIGN SURVEY # 1

As we stated in the accompanying letter, this survey is being undertaken to discover how you personally would like to see an apartment designed.

The purpose of the first seven questions is to find out some information about you as an individual. The remainder of the questionnaire is designed to discover what you would like to see in an apartment, and also what factors influence you in your decision to rent a specific apartment. Again, please be assured that all the information you give will be held in the strictest confidence.

The vast majority of the questions require only a check (✓) in the appropriate space provided. If you are unable to check a definite answer, please place a check in the space beside "Other", and write your answer in the space provided. Instructions for questions which can not be answered with a check will be given in the body of the questionnaire.

Please remember to have your questionnaire completed and returned to us no later than July 21. We stress this return date because we are very interested in your ideas, and any information received after July 21 can not be included in the final report.

May we thank you in advance for your efforts in completing this questionnaire.



Are you a: Male ☐ or a Female ☐ ?

Your age is: Under 20? ☐  
20 to 25? ☐  
26 to 30? ☐  
31 to 40? ☐  
41 to 50? ☐  
51 to 60? ☐  
Over 60? ☐

You are: Single? ☐  
Married? ☐  
A widow(er)? ☐  
Divorced? ☐  
Separated? ☐

Your present family income is:  
Under \$5,000? ☐  
5,000 - 6,000? ☐  
6,000 - 8,000? ☐  
8,000 - 10,000? ☐  
10,000 - 15,000? ☐  
Over 15,000? ☐

Your education level is:  
Grade 9 or less? ☐  
Some high school? ☐  
High school graduate? ☐  
Some university? ☐  
University graduate? ☐  
Technical school? ☐

Do you have a car? Yes ☐ No ☐  
More than one car? Yes ☐ No ☐

Please write the number of children  
you have in each age group in the  
space provided. Under 1   
1 to 3   
3 to 5   
Children no longer  
living with you

This is the end of the questions  
about you as an individual. The  
following questions are designed to  
discover what you as an apartment  
dweller would like to have in an  
apartment.

8. Do you prefer to live on:  
The upper floors of a building? ☐  
The middle floors? ☐  
The lower floors? ☐

9. Do you prefer:  
Bachelor apartments? ☐  
1 bedroom apartments? ☐  
2 bedroom apartments? ☐  
3 or more bedroom apartments? ☐

10. Do you prefer: Furnished apartments? ☐  
Or unfurnished apartments? ☐

11. Please rank the following rooms in  
their order of importance to you.  
(Use 1 for the most important room,  
2 for the next most important room,  
etc.)

|             |                      |             |                      |
|-------------|----------------------|-------------|----------------------|
| Kitchen     | <input type="text"/> | Living room | <input type="text"/> |
| Bedrooms    | <input type="text"/> | Bathroom    | <input type="text"/> |
| Dining room | <input type="text"/> |             |                      |

12. Which of the following would you  
prefer in your apartment?  
An L shaped living-dining room ☐  
A separate dining room ☐  
An eating area in the kitchen ☐

13. Do you prefer carpets furnished  
with the apartment? Yes ☐ No ☐

14. If yes to question 13, which color  
of carpet would you prefer to have?  
Gold ☐ Grey ☐  
Green ☐ Blue ☐  
Light Brown ☐ Other  (Please Name)  
Dark Brown ☐

15. Do you prefer drapes furnished with  
the apartment? Yes ☐ No ☐

16. Which color of paint do you prefer  
in the following rooms?

Living room:  
White ☐ Blue ☐  
Beige ☐ Pink ☐  
Yellow ☐ Other  (Please Name)  
Green ☐



6. Cont'd.
- Master Bedroom:
- White ☐ Blue ☐  
 Beige ☐ Pink ☐  
 Yellow ☐ Other ☐ (Please Name)   
 Green ☐
- Bathroom:
- White ☐ Blue ☐  
 Beige ☐ Pink ☐  
 Yellow ☐ Other ☐ (Please Name)   
 Green ☐
7. Which aspect of a refrigerator is most important to you?
- Large size ☐  
 Large freezer ☐  
 Large cooling compartment ☐  
 Separate doors for freezing and cooling compartments ☐  
 Other (Please Name) ☐
8. Which of the following do you prefer?
- A wall oven-counter top element combination ☐  
 A conventional stove ☐  
 Indifferent ☐
9. Would you want an automatic dishwasher in your apartment?
- Yes ☐  
 No ☐  
 Indifferent ☐
10. Which color do you prefer for your major appliances? (ie: stove, refrigerator, etc.)
- White ☐ Gold ☐  
 Copper ☐ Avacado (Green) ☐
11. Do you think that apartment kitchens are generally large enough?
- Yes ☐  
 No ☐  
 Indifferent ☐
12. Do you think that apartments generally have enough closet space? (ie: Clothes closets, Linen closets)
- Yes ☐  
 No ☐  
 Indifferent ☐
23. Do you prefer your apartment storage room to be:
- A basement locker room? ☐  
 Or a room within your apartment? ☐
24. If your present apartment has a balcony, how often do you use it during the summer months?
- More than 3 times per week ☐  
 1 to 3 times per week ☐  
 Less than once per week ☐
25. Please check the features in the following list which are important to you in selecting an apartment.
- Parking ☐  
 Sound-proof living area ☐  
 Door to door mail delivery ☐  
 A lease (1 or 2 year) ☐  
 No lease (monthly rental) ☐  
 Controlled apartment entrance ☐  
 Sauna bath ☐  
 Swimming pool ☐  
 Laundry facilities on every floor ☐  
 Laundry facilities in the basement ☐  
 The apartment allows children ☐  
 No children allowed ☐  
 A play area for children ☐  
 Location (nearness to work and/or public transportation) ☐  
 Nearness to shopping ☐  
 Rent ☐  
 A fireplace ☐  
 A well constructed building ☐  
 A view ☐  
 A balcony ☐  
 Number of elevators ☐  
 Other (Please Name) ☐
26. Would you live in a 3 floor walk-up apartment if it had the facilities offered in a high-rise?
- Yes ☐  
 No ☐  
 Indifferent ☐
27. To have the facilities you desire, what price would you be willing to pay in rent per month?
- |                                      |                                    |
|--------------------------------------|------------------------------------|
| \$100 - 120 <input type="checkbox"/> | 180 - 200 <input type="checkbox"/> |
| 120 - 140 <input type="checkbox"/>   | 200 - 225 <input type="checkbox"/> |
| 140 - 160 <input type="checkbox"/>   | 225 - 250 <input type="checkbox"/> |
| 160 - 180 <input type="checkbox"/>   | 250 plus <input type="checkbox"/>  |



# CANADIAN RESEARCH ASSOCIATES

c/o SUB P.O. #11

Edmonton 7, Alberta

## APPENDIX 2

You have been chosen as part of a very select group of high-rise apartment-dwellers, whose opinion is highly valued by us. We are very concerned about the housing problem in Canada, and especially with the problem of housing which does not adequately suit the needs and desires of the people who occupy it.

This survey is designed to discover what you personally would like to see in an apartment. Your knowledge and experience in apartment living will be very useful to architects when they are designing future apartment buildings. We feel it mandatory to gather your first-hand information, experience, and advice so that new apartments can be designed with the facilities apartment-dwellers desire.

Therefore, will you please carefully complete the enclosed questionnaire; it won't take you more than 10 to 15 minutes, and we will truly appreciate your efforts. Rest assured that all answers and comments you give in completing the questionnaire will be held in the strictest confidence.

To be assured that your ideas in regard to the design of future apartment buildings will be taken into account, we need your reply no later than July 21. Please complete the questionnaire before this date, and return it in the stamped envelope provided.

Thank you for your time and effort.

Yours truly,

MJO:bf

M.J. O'Hanlon,  
Director of Research.

P.S. Due to an impending postal strike, we will accept returned questionnaires for a few days after the July 21 deadline.



# CANADIAN RESEARCH ASSOCIATES

c/o SUB P.O. #11

Edmonton 7, Alberta

You have been chosen as part of a very select group of high-rise apartment-dwellers, whose opinion is highly valued by us. We are very concerned about the housing problem in Canada, and especially with the problem of housing which does not adequately suit the needs and desires of the people who occupy it.

This survey is designed to discover what you personally would like to see in an apartment. Your knowledge and experience in apartment living will be very useful to architects when they are designing future apartment buildings. We feel it mandatory to gather your first-hand information, experience, and advice so that new apartments can be designed with the facilities apartment-dwellers desire.

Therefore, will you please carefully complete the enclosed questionnaire; it won't take you more than 10 to 15 minutes, and we will truly appreciate your efforts. Rest assured that all answers and comments you give in completing the questionnaire will be held in the strictest confidence.

To be assured that your ideas in regard to the design of future apartment buildings will be taken into account, we need your reply no later than July 21. Please complete the questionnaire before this date, and return it in the stamped envelope provided.

Thank you for your time and effort.

Yours truly,

MJO:bf

M.J. O'Hanlon,  
Director of Research.

P.S. Due to an impending postal strike, we will accept returned questionnaires for a few days after the July 21 deadline.



## APPENDIX 3

### COST BREAKDOWN FOR THE MAIL SURVEY

|             |          |
|-------------|----------|
| Labor       | NC       |
| Postage     | \$96.00  |
| Paper       | 8.45     |
| Duplicating | 49.27    |
| Graphics    | 10.45    |
| Typing      | 36.00    |
|             | <hr/>    |
|             | \$200.77 |

Cost of a 10¢ inducement: \$80.00

Cost of a 25¢ inducement: \$200.00

Average cost per questionnaire received by respondent:  $\$200.77/529$   
= 37¢

Average cost per questionnaire returned:  $\$200.77/201$   
= 99¢

### Cost if Monetary Inducements Were Included

Total cost of survey if 10¢ inducement included: \$280.77

Percentage response necessary to have an average cost per  
return of 99¢ if a 10¢ inducement is used: 53% (283 responses)

Total cost of survey if 25¢ inducement included: \$400.77

Percentage response necessary to have an average cost per  
return of 99¢ if a 25¢ inducement is used: 76% (405 responses)





**B29959**